Summative Assessment Task Outline

**Boston Massacre Play**

The American Revolution

MYP 1

The key concept for our revolution unit is **change**. This concept examines the forces that shape the world, past, present and future. Your job is to address the causes, processes and consequences of change, whether they be natural or artificial, intentional or unintentional, positive or negative. Change is universal and it is inevitable.

For your American Revolution summative assessment task, you will—as a group—stage a play of the Boston Massacre. Your play needs to include . . .

* A prologue that addresses the causes of the Boston Massacre
* A play (with script) that presents the action of the Boston Massacre
* An epilogue that addresses the consequences of the Boston Massacre

Your ability to work as a group will play a big role in determining your success for this assignment. You will need to decide on things like . . .

* Who is the director?
* Who is the writer?
* Who will play which parts?
* Who will do the research?
* Who will be in charge of props?

Your play will premiere **Friday, March 8**.

Summative Assessment Rubric

Objectives A2 and D2

MYP 1

Name: Date:

Criterion A: Knowing and understanding

Maximum: 8

|  |  |
| --- | --- |
| Achievement level | Year 1 assessment criteria |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The student:   * shows **basic** knowledge and understanding of the causes and consequences of the Boston Massacre through **some** descriptions and/or examples. |
| 3-4 | The student:   * shows knowledge and understanding of the causes and consequences of the Boston Massacre through **simple** descriptions, explanations and examples. |
| 5-6 | The student:   * shows **good** knowledge and understanding of the causes and consequences of the Boston Massacre through descriptions, explanations and examples. |
| 7-8 | The student:   * shows **detailed** knowledge and understanding of the causes and consequences of the Boston Massacre through descriptions, explanations and examples. |

**Command terms and MYP definitions**

**Describe**  Present a detailed picture of a given situation, event, process, pattern or outcome.

**Explain** Describe clearly and give reasons for a concept, process, relationship or development.

Criterion D: Communicating

Maximum: 8

|  |  |
| --- | --- |
| Achievement level | Year 1 assessment criteria |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The student:   * **tries in a limited way** to organize information and ideas according to the task instructions |
| 3-4 | The student:   * organizes information **sometimes** in the order needed for the task |
| 5-6 | The student:   * organizes information **often** in the order needed for the task |
| 7-8 | The student:   * organizes information **completely** in the order needed for the task |

**Command terms and MYP definitions**